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ABSTRACT

Data from the 1973 "Community and Junior College Directory" were analyzed to identify differences between full-time and part-time faculty. The data factors analyzed include: (1) type of control (public or private); (2) basic type of program (occupational, academic, both); (3) years in operation; (4) geographic region; (5) number of students; (6) number of faculty; (7) student/faculty ratio. Percentage of part-time faculty was fairly stable around the country at 35-40 percent. An exception to this was the Pacific Northwest, with a part-time faculty percentage of 60 percent. This suggests an insufficient supply of full-time instructors in a broad range of disciplines. Percentage of part-time faculty bears no close relationship to the functions of control, scope, student-faculty ratio, size, or years in operation. The rather high percentage of part-time faculty tends to confirm the advantages that the two-year institutions have claimed to have over the four-year institutions, including lesser cost, flexibility in course and program offerings because of the absence of tenured faculty, and the availability of highly qualified instructors in very narrow subject areas. Disadvantages to the use of part-time faculty, particularly their inaccessibility to students beyond the classroom time, would seem to be offset by the advantages. (Author/NHM)

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AN ANALYSIS OF COMMUNITY AND JUNIOR COLLEGE USE OF PART-TIME FACULTY

by

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April 1976

JC 760 202

AN ANALYSIS OF COMMUNITY AND JUNIOR COLLEGE USE OF PART-TIME FACULTY

Just as some people like to tinker with automobiles or climb mountains, some of us see a particular fact or condition and ask "Why?" So it was when a class studying Community and Junior Colleges began discussing the differences between full-time and part-time faculty. Some 32 pages of discussion, six tables, 18 charts and transparencies, and reams of computer runs later, the question as to what factors influence the proportion of part-time faculty in junior colleges had been analyzed from every angle that the data in the AACJC 1973 Directory would permit. The results were quite interesting and somewhat surprising.

The data gathering process was rather straight-forward and taken exclusively from the 1973 AACJC Directory. A list of the data factors analyzed is shown as Table 1. The factors analyzed total either eleven or nineteen, depending on whether or not one considers sub-divisions such as the six separate accrediting regions as individual factors (they were analyzed as such).

The basic analysis of percentages of part-time, full-time and total faculty, by region and national average come out as shown on Chart I. The surprising part of this analysis was that, with the exception of Region 5 (Northwest; Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington), the proportion of part-time faculty range was relative steady at 35-40 percent. A special analysis of Region 5 statistics failed to disclose any reason for the inverted relationship between part- and full-time faculty. It may well be that some economic, population versus skills (manpower) distribution, earnings/income or other factors peculiar to Region 5 might be responsible for this contradictory condition, however, such data were not available for

TABLE I - DATA FACTORS ANALYZED

Factor	Description and/or subdivisions
Control Key	Type of Control - (1) Public (2) Private
Scope Key	Type of Basic Program (1) Occupational only (2) Academic only (3) Combination (occupational and academic)
Year Code	Year of Opening (to determine number of years in operation)
Regional Code	The six accrediting agencies within the country:

(1) Northeast
(2) Middle States
(3) Southern
(4) North Central
(5) Northwest
(6) Western

} See Table No. 1 for further detail

Total Students

Total Full-time Students

Total Part-time Students

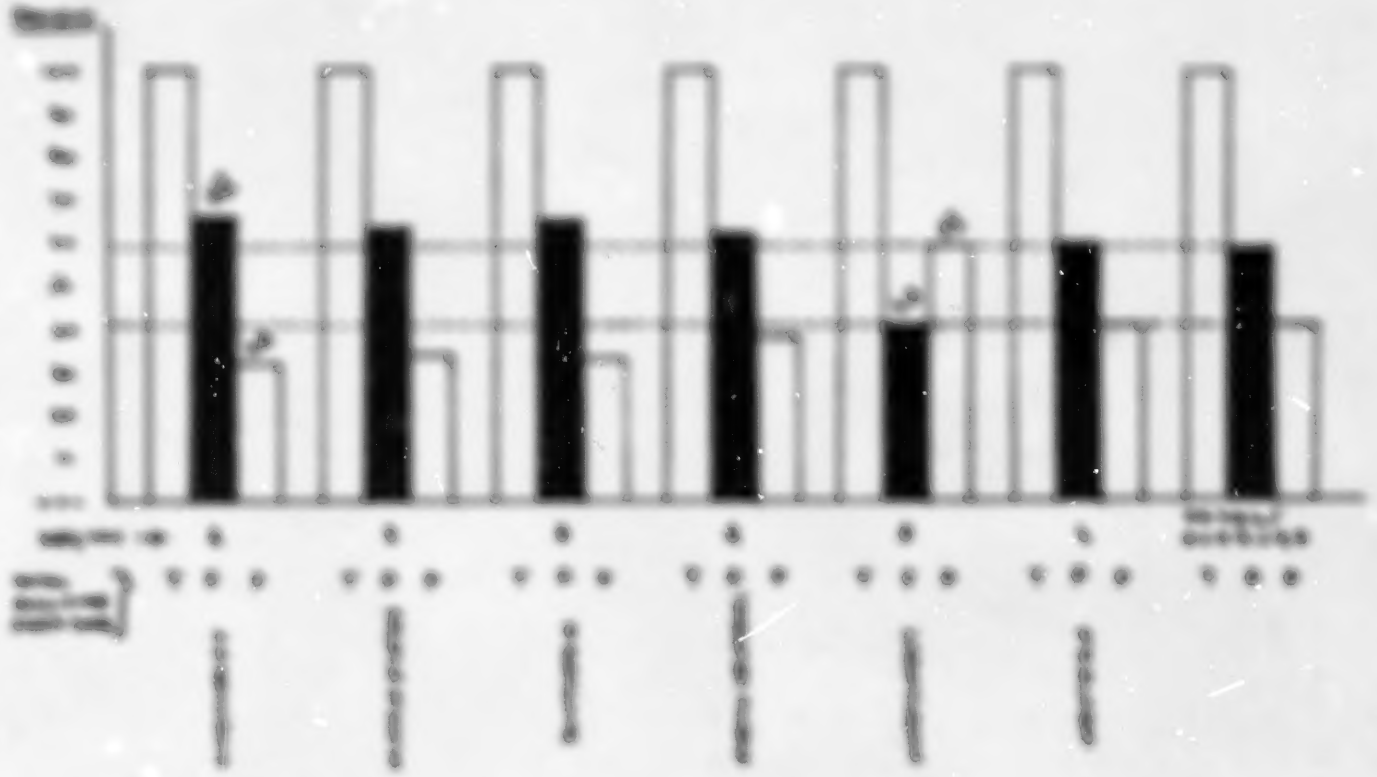
Total Faculty

Total Full-time Faculty

* Total Part-time Faculty

Student-Faculty Ratio

* - The primary emphasis of the study



examination.

The Master Data Summary, Table 1, indicates the distribution by entrance exams of percentages of each of the graduate factors analyzed. It seems as an assertion that public community colleges accommodate private junior colleges by almost precisely 2 to 1. It should also come as no surprise that less than 20 percent of the schools analyzed only one-third contracts locations or occupational only; while over 80 percent offer both academic and occupational curricula side-by-side in the same institution and often even in the same buildings.

It should also be known that the 1972 University presented somewhat hourly data multi-campus participated for the 1971-72 year, while students had almost processed only 1971-72 data, thus presenting problems of a problem. To get the detail of the student load for the 1972-73 year (to permit the similar year faculty data), it was assumed that the full- and part-time student ratios for the 1972-73 year had not materially changed from the previous year. Accordingly, the 1972-73 total student load was proportioned (as to full-versus part-time) on the basis of the 1971-72 ratios. Other aspects of the data shown on this table will be discussed under the proper topical sections of this discussion.

Geographical Distribution of Institutions

Table 2 shows the overall geographical dispersion of these schools and the interrelations of that distribution to the population groups. Several facts about this distribution of our two-year institutions are immediately obvious. First, the Western Region is amply serviced by the forms of institutions which tends to make it more difficult to organize power in the academic sense. Secondly, Table 2 shows that there is an

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

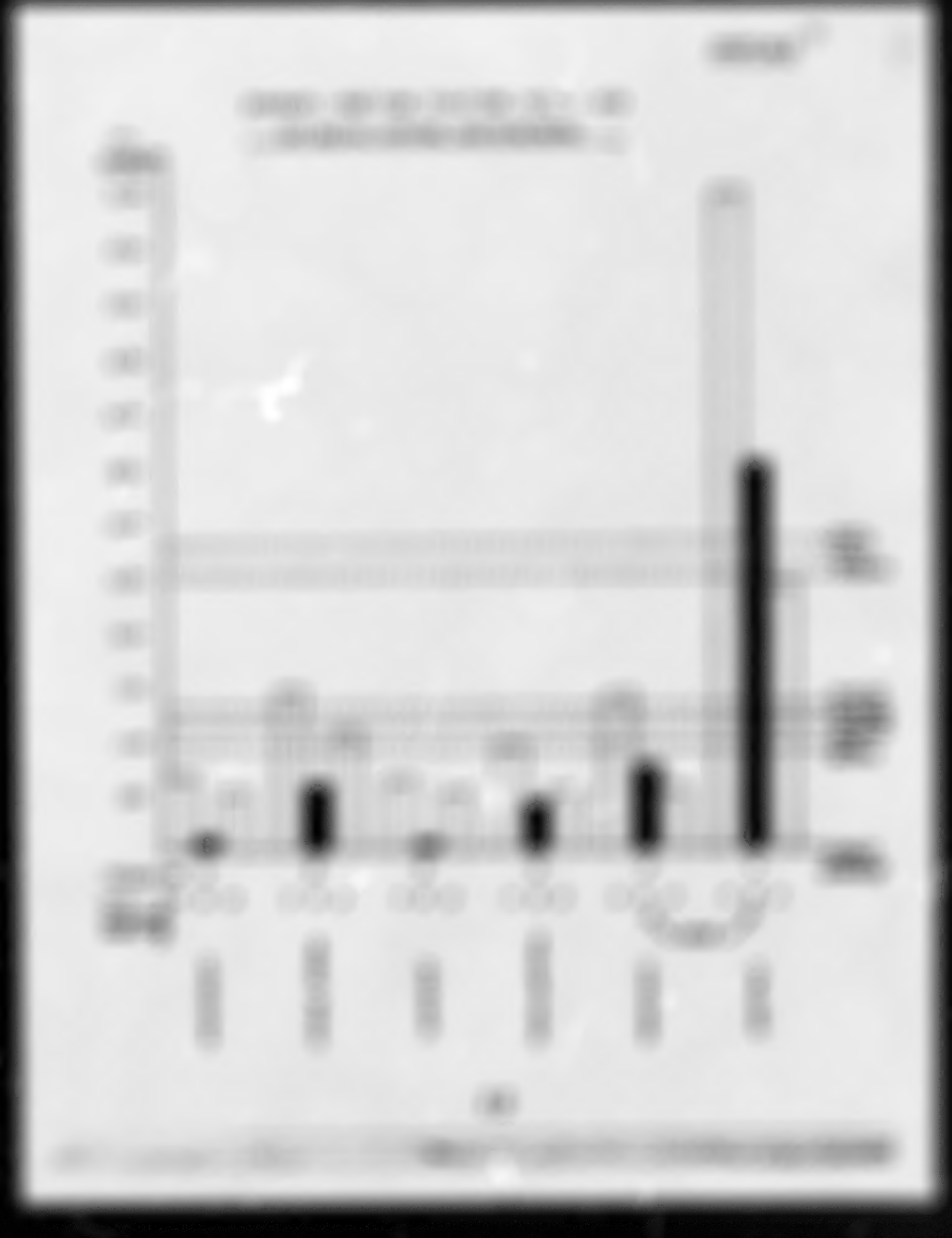
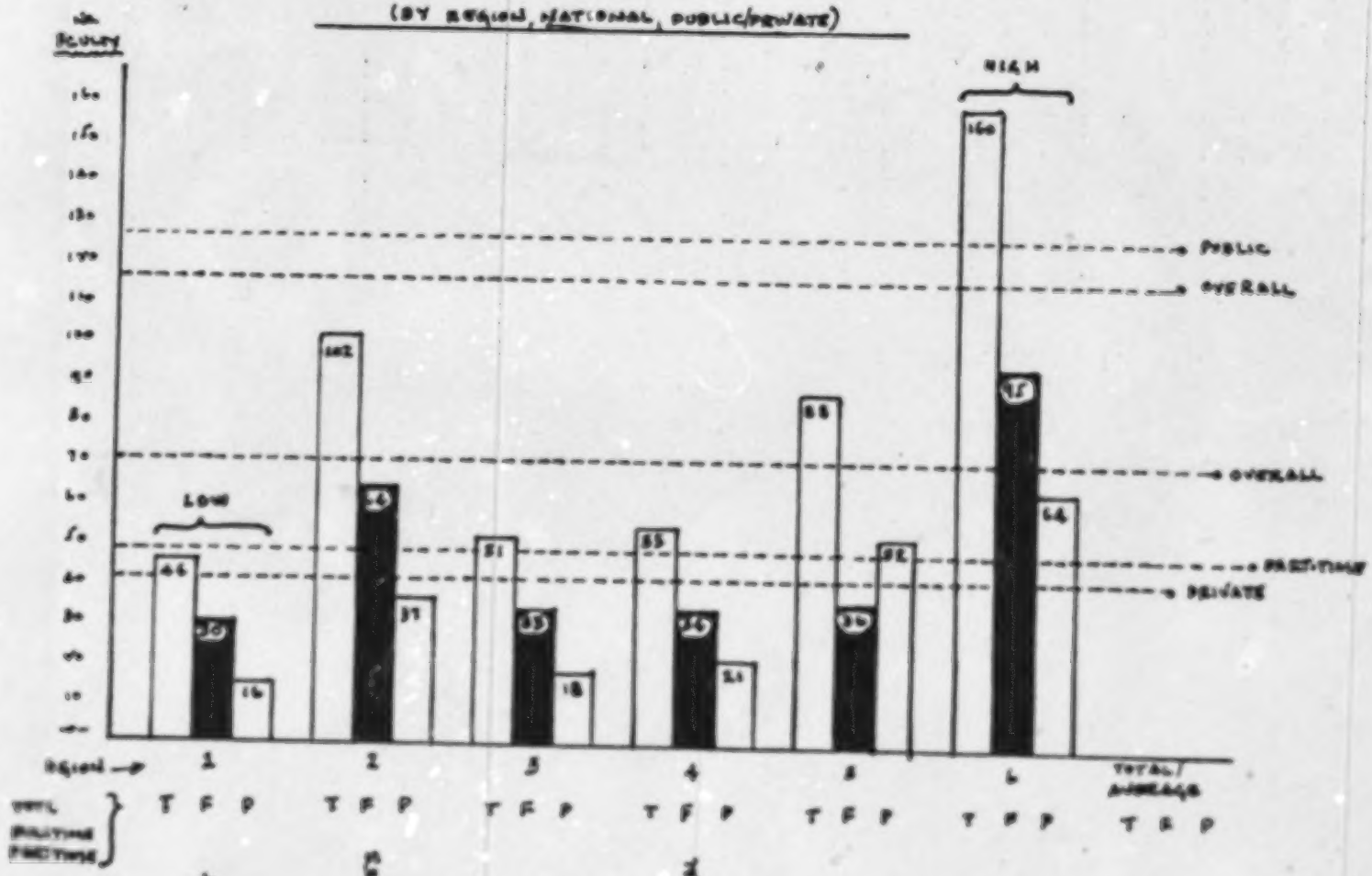


CHART NO. 5

FACULTY - FULL-TIME, PART-TIME, TOTAL - 1973

(BY REGION, NATIONAL, PUBLIC/PRIVATE)



student-faculty ratio would be roughly fifteen-to-one.

Years in Operation. These data clearly indicate a trend opposite what to what one would expect in terms of historical development, in that the community college movement grew from a west to east direction. Again, the Middle (Atlantic) States has the most recent additions to the community college system (and the first shall be last?).

The analysis of all eleven factors was conducted on three levels: (1) with common scale transparencies and scattergrams for visual comparison, (2) by correlation tables (from computer runs) for ratio relationships, and (3) by multiple step regression analyses (by computer) for factor ranking relationships.

The three bases of comparison of part-time faculty correlation with other factors have produced the following results:

Rank	Correlation Summaries	Transparancies	Multiple Step Regression
1	Total Faculty	Total Faculty	Total Faculty
2	Full-time Students	Full-time Faculty	Full-time Faculty
3	Total Students	Total Students	(Insignificant
4	Part-time Students	Part-time Students	relationships on
5	Full-time Faculty	Full-time Students	other factors)

The difference in the second ranked variable (full-time students) in column two from that in columns three and four (full-time faculty) may be due to the fact that column two data covers certain additional variables that were not covered in columns three and four (regions only).

Conclusions:

Based on this data concensus, part-time faculty would appear to be nothing more or less than a relatively stable, arbitrary (at 40.4)

percentage of the total faculty. It is also, therefore, relatively stable in relation to full time faculty.

It is also obvious that part-time faculty bears no close relationship to the functions of control (public or private), scope (transfer or occupational), student-faculty ratio, or years in operation.

A brief analysis of these data suggests two additional conclusions. First, that the Southern Region, although lacking the degree of industrialization of other regions, appears not to have allowed economic factors to dictate faculty ratio, student-faculty ratio or other economic considerations to cause it to be significantly over or under the national means in these factors. Secondly, the reversal of the part-time faculty ratio in Region 5 (Northwest) suggests that there is an insufficient supply of full-time instructors on a broad range of disciplines in these states.

What is highly evident in these data, however, is the fact that the rather high percentage of part-time faculty (to full-time) tends to confirm the advantages the two-year institutions repeatedly claim to have over the four-year institutions.

Chief among the advantages of more part-time faculty is the cost angle. Assuming a part-time faculty member is paid not more than $1,000 per semester, per course, than part-time faculty members teaching a workload of three courses per semester would cost $6,000 for the full academic year, whereas a full-time faculty member with the same workload would be paid about $9,000. This is an automatic saving of one-third, not including any fringe benefits the full-time faculty member has over the part-time instructor. Such savings will, of course, vary by school or by area (subject or geographic), but they are based on average conditions.

The immediate response to these data is that the workload used is not representative of what is expected of a full-time faculty member who gets assigned to committies, has student advisory and other responsibilities and is expected to be more accessible to students, and this is true. On the other hand, many college administrators will also point out that such factors as the lack of tennure, etc, make it possible to shift course and program emphasis and assignmeents much more easily and speedily with part-time (as opposed to full-time) perrsonnel.

Furthermore, it is also pointed out that it is easier to find two highly quaalified instructors for two separate subject areas than it is to find one full-time instructor equally capable of covering two (or more) subject areas which is a common criterion for junior college teaching. Additionally, the use of part-time faculty makes it easier to adjust to varying needs in terms of sudden shifts in enrollment and course mix.

There are some less obvious advantages of not being burdened with a high perrcentage of "tenured traditionalists", "research oriented" or "rank-conscious" faculty. The relative (when opposed to the four-year shcools) reduction of theese more cumbersome structures, policies, and practices obviously give the two-year school many advantages in making administrative, operational, personnel even instructional/academic - and other changes more rapidly and with less fuss.

There are a few other factors which make part-time faculty highly attractive; thee need to have more faculty with more successful occupational background and practical experience, the obvious likelihood that the part-time faculty member will be more up-to-date on the state of his/her art (many also work at and are reilative experts in what they teach), the fact that the schools are not in direct costly competition with industry for capable, experienced specialists, and many other equally good reasons.

Quite obviously, there are some disadvantages to the use of part-time faculty, particularly insofar as their accessibility to students beyond the classroom time, however, they must be more than off-set by the previously noted advantages. Why else would we find the proportion of part-time faculty at such a high percentage on a national basis?

Inasmuch as these data have been generated as of a discreet point in time, there are no clues as to whether or not time has had, or may have, an influence in the part-time versus full-time faculty mix. Comparing these data for several points in time (say at three, five or ten year intervals) might open up a whole new area of speculation.

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